

4. COMMUNICATION SKILLS: Measures an officer's ability to communicate in a positive, clear, and convincing manner.

a. <u>SPEAKING AND LISTENING:</u> Ability to speak effectively and listen to understand.	1 <input type="radio"/>	Unable to effectively articulate ideas and facts; lacked preparation, confidence, or logic. Used inappropriate language or rambled. Nervous or distracting mannerisms detracted from message. Failed to listen carefully or was too argumentative. <input type="radio"/>	3 <input type="radio"/>	Effectively expressed ideas and facts in individual and group situations; non-verbal actions consistent with spoken message. Communicated to people at all levels to ensure understanding. Listened carefully for intended message as well as spoken words. <input type="radio"/>	5 <input type="radio"/>	Clearly articulated and promoted ideas before a wide range of audiences; accomplished speaker in both formal and extemporaneous situations. Adept at presenting complex or sensitive issues. Active listener; remarkable ability to listen with open mind and identify key issues. <input type="radio"/>	7 <input type="radio"/>	NO <input type="radio"/>
b. <u>WRITING:</u> Ability to express facts and ideas clearly and convincingly.	 <input type="radio"/>	Written material frequently unclear, verbose, or poorly organized. Seldom proofread. Often submitted correspondence which was grammatically incorrect, tailored to wrong audience, or delivered by an inappropriate medium. <input type="radio"/>	 <input type="radio"/>	Written material clear, concise, and logically organized. Proofread conscientiously. Correspondence grammatically correct, tailored to audience and delivered by an appropriate medium. Subordinates' material reflected same high standards. <input type="radio"/>	 <input type="radio"/>	Clearly and persuasively expressed complex or controversial material, directly contributing to stated objectives. Written or published material brought credit to the Coast Guard. Actively educated subordinates in effective writing. <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>

COMMENTS:

5. LEADERSHIP SKILLS: Measures an officer's ability to support, develop, direct, and influence others in performing work.

a. <u>LOOKING OUT FOR OTHERS:</u> Ability to consider and respond to others' personal needs, capabilities, and achievements; support for and application of work-life concepts and skills.	1 <input type="radio"/>	Seldom recognized or responded to needs of people; left outside resources untapped despite apparent need. Ignorance of individuals' capabilities increased chance of failure. Seldom recognized or rewarded deserving subordinates. <input type="radio"/>	3 <input type="radio"/>	Cared for people. Recognized and responded to their needs; referred to outside resources as appropriate. Considered individuals' capabilities to maximize opportunities for success. Consistently recognized and rewarded deserving subordinates. <input type="radio"/>	5 <input type="radio"/>	Always accessible. Enhanced overall quality of life. Actively contributed to achieving balance among unit requirements, professional and personal responsibilities. Strong advocate for subordinates; ensured appropriate and timely recognition, both formal and informal. <input type="radio"/>	7 <input type="radio"/>	NO <input type="radio"/>
b. <u>DEVELOPING OTHERS:</u> Ability to use coaching, counseling, and training to provide opportunities for others' professional development.	 <input type="radio"/>	Unreasonably restricted opportunities for professional growth; kept others in narrow roles and discouraged the level of risk-taking necessary for learning. Lack of timely feedback left subordinates guessing. <input type="radio"/>	 <input type="radio"/>	Supported and provided opportunities for professional growth. Encouraged others to expand their roles, handle important tasks and learn by doing. Allowed the appropriate level of risk-taking necessary for learning and mission accomplishment. Provided timely praise and constructive feedback. <input type="radio"/>	 <input type="radio"/>	Created challenging situations which optimized professional development and maximized opportunity for success. Guided, coached, and encouraged others to reach new levels of performance. Adequately counseled others; identified professional potential, strengths and areas for improvement. <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
c. <u>DIRECTING OTHERS:</u> Ability to influence or direct others in accomplishing tasks or missions.	 <input type="radio"/>	Showed difficulty in directing or influencing others. Low or unclear work standards reduced productivity. Failed to hold subordinates accountable for shoddy work or irresponsible actions. Unwilling to delegate authority to increase efficiency of task accomplishment. <input type="radio"/>	 <input type="radio"/>	A leader who earned others' support and commitment. Set high work standards; clearly articulated job requirements, expectations and measurement criteria; held subordinates accountable. When appropriate, delegated authority to those directly responsible for the task. <input type="radio"/>	 <input type="radio"/>	An inspirational leader who motivated others to achieve results not normally attainable. Won people over rather than imposing will. Clearly articulated vision; empowered subordinates to set goals and objectives to accomplish tasks. Modified leadership styles to best meet challenging situations. <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
d. <u>TEAMWORK:</u> Ability to manage, lead and participate in teams, encourage cooperation, and develop esprit de corps.	 <input type="radio"/>	Used teams ineffectively or at wrong times. Conflicts mismanaged or often left unresolved, resulting in decreased team effectiveness. Excluded team members from vital information. Stifled group discussions or did not contribute productively. Initiated cross functional cooperation to the detriment of unit or service goals. <input type="radio"/>	 <input type="radio"/>	Skillfully used teams to increase unit effectiveness, quality, and service. Resolved or managed group conflict, enhanced cooperation, and involved team members in decision process. Valued team participant. Effectively negotiated work across functional boundaries to enhance support of broader mutual goals. <input type="radio"/>	 <input type="radio"/>	Insightful use of teams raised unit productivity beyond expectations. Inspired high level of esprit de corps, even in difficult situations. Major contributor to team effort. Established relationships and networks across a broad range of people and groups, raising accomplishments of mutual goals to a remarkable level. <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
e. <u>WORKPLACE CLIMATE:</u> Ability to value individual differences and promote an environment of involvement, innovation, open communication and respect.	 <input type="radio"/>	Intolerant of individual differences, exhibited discriminatory tendencies toward others. Tolerated or contributed to an uncomfortable or degrading environment. Failed to take responsibility for own words and actions and their impact on others. Failed to support or enforce Coast Guard human resources policies. <input type="radio"/>	 <input type="radio"/>	Sensitive to individual differences. Encouraged open communication and respect. Promoted an environment which values fairness, dignity, creativity, and diverse perspectives. Took responsibility for own words and actions and their impact on others. Fully supported and enforced Coast Guard human resources policies. <input type="radio"/>	 <input type="radio"/>	Excelled at creating an environment of fairness, candor, and respect among individuals of diverse backgrounds and positions. Optimized use of different perspectives and opinions. Quickly took action against behavior inconsistent with Coast Guard human resources policies, or which detracted from mission accomplishment. <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
f. <u>EVALUATIONS:</u> The extent to which an officer, as Reported-on Officer and rater, conducted or required others to conduct accurate, timely evaluations for enlisted, civilian and officer personnel.	 <input type="radio"/>	Reports were frequently late. Narratives inaccurate or of poor quality. Failed to uphold service performance standards by assigning accurate marks. Reports required revision or intervention by others. Failed to meet own OES responsibilities as Reported-on Officer. <input type="radio"/>	 <input type="radio"/>	Reports consistently submitted on time. Narratives were fair, concise, and contained specific observations of action and impact. Assigned marks against standards. Few reports, if any, returned for revision. Met own OES responsibilities as Reported-on Officer. <input type="radio"/>	 <input type="radio"/>	No reports submitted late. Narratives were insightful, of the highest quality, and always supported assigned marks. Subordinates' material reflected same high standards. No reports returned for revision. Returned reports to subordinates when appropriate. <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>

COMMENTS:

6. SUPERVISOR AUTHENTICATION

a. NAME AND SIGNATURE	b. GRADE	c. SSN	d. TITLE OF POSITION	e. DATE